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Following a presentation of some of the more important reasons why Wisconsin needs a statewide educational television system, principles are suggested as a basis for planning such a system. Guided by these principles, and in consideration of the needs which would be served, a plan is proposed for the development of a statewide educational television system. It is proposed that a non-profit governmental body be established and authorized to implement the proposed plan, and function as the policy-making and coordinating agency. Estimated appropriations for implementing the recommended plan are presented, and reasons are given for urgency of action on the recommendations. Supplementary information is included concerning a White House message on educational television in America. Programing considerations for educational television in Wisconsin are also discussed. (FS)

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APPROVED

CCHE #8, 1967
Working Paper

March 9, 1967

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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# WISCONSIN EDUCATIONAL TELEVISION SYSTEM

In 1963, the CCHE was designated by the Governor as the agency responsible for the development of a state plan for Educational Television, particularly as related to the application for federal matching grants under the provisions of the Educational Television Facilities Act of 1963. A state Advisory Committee was established by the CCHE with representation from all systems of Wisconsin higher education, from the State Department of Public Instruction, and more recently from the commercial segment of television broadcasting.

Proposals to establish a statewide Educational Television system, utilizing federal support, were submitted to the Legislature in 1963, 1964 and 1966. While no state funding has been provided, there continues to be wide interest in the mounting evidence supporting the contribution that television can make at all levels of education. The Milwaukee Vocational, Technical and Adult Schools have received two federal grants to assist the development of ETV facilities and the utilization of television in Milwaukee schools has been extensive and successful.

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During the past few months, the CCHE staff has met seven times with the sixteen-member Advisory Committee in an effort to develop an effective state plan that would serve all segments of Wisconsin education, be adaptable to continuing innovations, and qualify for appropriate federal matching grants.

Several comprehensive studies such as those conducted recently in Minnesota, Iowa and on a wider level by the Carnegie committee point toward the need for a state plan in Wisconsin. Additional impetus has been provided

in the budget message statement of President Johnson which has given rise to optimism concerning increased federal support for Educational Television.

A bill to establish a state ETV system has been introduced into the Wisconsin Legislature. It reflects several earlier CCHE and Advisory Committee recommendations. While the CCHE staff and Committee would support many of the features of Bill #82, we suggest that the staff recommendations attached might meet educational needs within a lower state financial commitment. The major differences between the two proposals include:

1. Cost

| | | |
|---|---|---|
| Assembly Bill 82 | $4,300,000 | |
| Staff recommendations | 2,465,000* | (1,265,000 state<br>1,200,000 federal) |

*The net cost to the state is listed as $1,265,000 as matching federal support for eligible items would amount to $1,200,000. While Bill #82 does not anticipate federal assistance, the provision to receive such funding is included.

2. Programming

Assembly Bill 82 would provide substantially greater support ($100,000) for the development of instructional materials.

The staff recommendation assumes that programming would be the responsibility of the separate systems involved. A $50,000 interim videotape fund would be provided.

3. Administration

Assembly Bill 82 would establish a reconstituted State Radio Council with broader responsibilities.

The staff recommendation establishes a larger independent commission with responsibility exclusively in Educational Television.

The CCHE staff recommends the endorsement of the attached plan containing the following specific proposals: (either new legislation or amendment to Bill 82)

1. The establishment of a Wisconsin Educational Television Commission.
2. The appropriation of $1,265,000 to implement the proposal during

the 1967-69 biennium, assuming federal support of $1,200,000.

The staff proposal was approved by the State Educational Television Advisory Committee on February 21 and the Plans and Policies Subcommittee on February 23, 1967 and the CCHE on March 9.

## I. Need

Wisconsin needs a statewide educational television service.

For several years this has been the considered judgment of all major educational interests in our state. The conviction grows stronger as the educational problems in the state and elsewhere continue to mount. Faced with the big push for more and more schooling, the rapid rate at which new knowledge is developing, internal changes and improvements taking place in education, educators must utilize every opportunity to maintain and improve the quality of instruction and its relevance to the rapidly changing age in which we live.

At the level of the elementary school, those in Wisconsin who already have considerable experience with classroom television see in a statewide television service a real opportunity to meet several vital needs. The first is for specialized instruction in subjects as varied as driver education, the new math, the sciences, music and art, English and foreign languages -- fields in which it is often difficult, if not impossible, for local school districts to obtain properly qualified special teachers to cover every classroom. In many of these same fields there is also the problem of putting into effect important curriculum improvements, and this can be done instantly when television is utilized instead of waiting until a teacher eventually can attend a summer workshop. School people already using television also cite its usefulness in providing in-service training for teachers.

Presently teachers residing in areas where educational television service is available enjoy a distinct advantage over those in other parts of the state. They also point out television's ability to give every student a "front row seat" for a closeup look at an intricate scientific experiment, to let him see and hear Robert Frost himself reading his own poetry, or Pablo Casals playing the cello, or to show farm youngsters what a Milwaukee factory looks like inside or take a city child into the Wisconsin countryside. These things do not happen in a classroom unless television is there.

Vocational and technical education is playing an increasingly vital role in Wisconsin. Those who at this moment are deeply involved in planning an area complex of vocational schools throughout the state, see in a statewide television service an opportunity to make available to all of these schools a basic curriculum, fitted to particular needs by local participation yet raised in quality by use of carefully prepared and effectively executed TV demonstrations by the state's very best vocational and technical instructors. Beyond this, specialized courses in fields where there is a high degree of teacher shortage could be offered at all vocational schools via TV; basic instruction would come over television and practice sessions and follow-up would then be handled by local instructors. Seminars in vocational and technical education featuring visiting national and international experts could be sent by television to all schools in the state. Also, as in the case of elementary schools, the network would be used for in-service education of teachers.

Our universities are already beginning to make use of closed circuit television instruction to help solve the problems attendant upon rapidly rising enrollments which bring extremely large class sizes in the face of a short supply

of well-qualified instructors. Six of the State Universities and both the Madison and Milwaukee campuses of the University of Wisconsin have, or soon will have, operable closed-circuit systems. Other campuses will have them as soon as budgets permit. To these campus closed-circuit systems a statewide educational television service would furnish the best possible college-level courses taught by recognized experts, augmenting courses produced locally.

Both the University of Wisconsin and the State University system anticipate that one of their principal functions will be production of televised courses for use by the branch campuses and centers around the state. Thus students in the branch campuses will come into contact with the finest professors available on the several campuses. Large lecture courses presented by the best scholars thus could be presented with local faculty conducting subsequent quiz and discussion sessions. The new Green Bay and Parkside campuses will participate in like manner, both by producing courses when such facilities become available and receiving them from elsewhere. As inter-institutional cooperation grows, it will be possible for several campuses to cooperate in selecting professors to teach certain basic courses, releasing other faculty to give personal attention to either gifted or slow students or to undertake the teaching of other courses. Also envisioned are conference hookups involving originations from various campuses, enabling interchange of ideas between faculty and students on one campus with those on another, cultural telecasts as valuable supplemental resource material, including televising of appearances by distinguished guest speakers, forums, symposiums, concerts, opera, ballet, and special events. Thus the statewide television network would provide to a student anywhere in Wisconsin's higher education system an array of academic and cultural experiences broader and

richer than any single campus could offer alone. And as a fringe benefit, the general public and elementary and secondary schools could tune in, too.

Wisconsin also has a long tradition of encouraging the independent student to continue his education. A statewide educational television service would enable our universities to offer courses for college credit to people in their homes, on farms, in offices and industrial plants all over Wisconsin -- supplemented by proper counseling and testing at the nearest campus or University Center or by correspondence through Extension faculty. Special kinds of refresher courses and post-graduate education would be offered for doctors, nurses, lawyers, and engineers. These are people whose heavy professional responsibilities do not allow them to get to any campus -- but television is available to them anywhere.

Beyond these groups who are vitally interested in continuing their education stands the great body of our Wisconsin citizens who are too involved with daily responsibilities to enroll in a campus course, but who must face the increasingly critical decisions of life in a democracy. Our government cannot function without a properly informed and alert body of citizens, but our people cannot be good citizens unless they are provided with a way of widening their horizons and deepening their understanding of public problems. The responsibility to reach these people, to stir their minds, must be shouldered by higher education. Yet our universities can no longer put enough workers in the field to seek out these people in small groups. The only answer is to make it possible to communicate directly with these adults in their homes. A statewide educational television service would provide an opportunity to sharpen the awareness and extend the knowledge of the average Wisconsin citizen by such program efforts as the following:

(1) Citizenship education dealing with public affairs such as highway safety, air and water pollution, urban problems, juvenile delinquency, welfare, rising crime, mental health.

(2) Special programs for low-income families and marginal cultural groups. These people are unlikely to approach a campus, but have a television set which plays a large role in their daily lives. Television may offer the best, perhaps the only means of serving their needs.

(3) Agricultural and industrial institutes and workshops, built around televised demonstrations relayed statewide with local follow-up by Extension staff.

(4) Child guidance and parent education.

(5) Health and physical fitness.

(6) Continuing education for women.

(7) Self-improvement: re-training of those displaced by changes in our industrial or economic patterns, training for greater leisure in retirement, cultural betterment.

A statewide television system offering credit and non-credit courses backed by the personal effort of trained faculty members and specialists on every campus and in every county of the state would provide our people with a modern educational communications facility appropriate to the pressing needs of today's changing world.

These, then, are some of the more important reasons why the various educational institutions of Wisconsin are united in their conviction that we need a statewide educational television system.

## II. Basic Principles

As the result of many months of discussion among representatives of educational interests, the following principles are suggested as a basis for statewide educational television planning.

(1) The ultimate objectives of a statewide educational television system must be to serve all segments of education and all segments of the state's population as their needs dictate and as those needs may change from time to time.

(2) All sectors of the state's formal educational complex together with several spokesmen for our citizenry at large should participate in the making of policy with respect to statewide educational television.

(3) No single existing educational institution or agency, acting on its own, can properly coordinate statewide educational television, since each has its own special objectives and its own constituents to serve.

(4) Therefore, there must be established a representative policy-making and coordinating entity as a general guardian of the interests of the people of the state in educational television as a public resource of great value.

(5) This new entity must be conceived and set up as an educational service agency of the state rather than becoming another separate and competing educational institution itself.

(6) Programming and program production for a statewide educational television system must remain the prerogative of the educational institutions themselves. The policy-making body should establish appropriate procedures for coordinated planning of program production, for scheduling the use of the network facilities, and should encourage the planning and funding of additional production centers at various locations throughout the state. However, actual program production for either instructional or general uses should be undertaken by the state's various educational institutions and other appropriate agencies under the guidance of their own faculties and in cooperation with their own communication arts specialists. Funds for the planning, development, and production of such television programs, including monies for faculty compensation as well as the cost of construction and operation of the physical facilities should be provided within the various institutional and agency budgets.

(7) Based on the prevailing opinions of those who now are operating state television networks in other states, and considering the many developments (technical and otherwise) which seem likely to have some effect on networking in the future, it is the firm recommendation of the TV Planning Committee that at this point in time, the state would be wiser to lease interconnection facilities than to construct its own system..

Guided by these principles, and in consideration of the many pressing needs which a statewide educational television system would serve, we submit the following proposal to the Coordinating Committee for Higher Education with the recommendation that its substance be embodied in legislation without further delay.

We recommend that the Legislature act to authorize and establish a non-profit governmental body to be known as the Wisconsin Educational Television Commission. The Commission shall issue reports and recommendations to the CCHE, the Legislature, and the Governor.

The Commission shall act as a representative policy-making and coordinating agency. It shall consist of 21 members, 14 representing educational institutions and agencies, 6 members-at-large to be appointed by the Governor, and one official representative of the Governor.

Of the 14 members representing education, the following arrangement is suggested:

2 from the University of Wisconsin
2 from the State Universities
2 from vocational education
1 from private colleges
1 from State Department of Public Instruction
5 from local school districts; one school board member, one school administrator, and three classroom teachers
1 from private/parochial schools

Of the 6 members-at-large, it is suggested that one might be from the libraries or historical society, one might be from organizations active in education and school affairs such as P. T. A., one might be a commercial broadcaster, one a publisher, one from the legal profession, one from the corporate or business field.

The Commission shall be empowered to receive and disburse governmental (state and federal), private funds, to engage or contract for such personnel and operating staff as may be needed to carry out the following duties:

(a) To initiate, develop, and maintain a comprehensive state plan for the orderly operation of a statewide educational television system which will serve the best interests of the people of the state now and in the future;

(b) To work with the educational agencies and institutions of the state as coordinator of their joint efforts to meet the educational needs of the state through television;

(c) To furnish leadership in securing adequate funding for statewide joint use of television for educational and cultural purposes;

(d) To lease, purchase, or construct television facilities for joint use, such as network interconnection or relay equipment, television mobile units, or other equipment available for statewide use;

(e) To apply for, construct, and operate television transmission equipment in order to provide broadcast service to all areas of Wisconsin;

(f) To establish and maintain a continuing evaluation of the effectiveness of the joint efforts of all participating educational institutions in terms of jointly-established goals;

(g) To act as a central clearing house and source of information concerning educational television activities in Wisconsin, including the furnishing of such information to legislators, offices of government, educational institutions, and the general public.

We further recommend the following plan for immediate development of a statewide educational television system and the appropriation by the Legislature of the funds necessary for its completion during the 1967-69 biennium.

(1) File applications after appropriate engineering studies and feasibility surveys for the construction and operation of noncommercial educational television transmitters as follows:

Channel 20 in the vicinity of Wausau: serving especially the State University at Stevens Point, the Wisconsin Centers at Wausau (Marathon) and at Marshfield (Wood County), vocational and technical schools in that area, as well as elementary and secondary schools and the general public.

Channel 28 in the vicinity of Colfax: serving especially the State Universities at Menomonie (Stout), River Falls, and Eau Claire, the branch campuses at Rice Lake, vocational and technical schools in that area, as well as elementary and secondary schools and the general public.

Channel 31 in the vicinity of La Crosse: serving especially the La Crosse State University, vocational and technical schools in that area, and the elementary and secondary schools and general public.

Channel 38 in the Fox River Valley: serving especially the State University at Oshkosh, the branch campuses at Fond du Lac and Menasha, the Wisconsin Centers at Green Bay, Manitowoc, and Marinette, and the new campus of UW-Green Bay, together with vocational and technical schools in that area, elementary and secondary schools, and the general public.

(2) File applications after appropriate engineering studies and feasibility surveys for the construction and operation of two translators as follows:

Platteville area: specifically to serve Platteville State University and the branch campuses at Richland Center as well as other educational institutions in the area and the general public.

Ashland area: specifically to serve the city of Ashland and its educational institutions and the general public in that area.

(3) Establish and operate as soon as practicable a two-way, two-channel interconnection between Madison and Milwaukee: one channel for broadcast interchange, and a second channel for closed circuit inter-campus interchange with extensions to the UW Madison campus, the campus of the University of Wisconsin-Milwaukee, to Whitewater State University, and to the Wisconsin Centers at Waukesha, Racine, and Kenosha, as well as to the UW-Parkside campus.

(4) As soon as outlying stations become operational, extend single-channel interconnection to each to permit use of broadcast instructional materials and general educational and cultural programming fed from Madison or Milwaukee.

NOTE: This does not mean that all programming will be produced at Madison or Milwaukee, since it is recommended that additional production centers be established as soon as possible. It merely reflects the necessity for establishing these as initial origination points for the network facility.

(5) Capability to feed into the network system should be provided to additional production centers other than those existing when the quality and volume of their output and the expressed desire for their materials on the part of other stations and institutions makes it feasible to do so.

(6) Additional channels to carry closed-circuit materials to the various campuses should be furnished as needs can be shown and as experience dictates. Experience gained by experimentation with the extensions proposed in Item 3 above will be useful here.

(7) After all ETV stations within the boundaries of the state of Wisconsin have been interconnected, similar interconnection should be extended to Channel 8 in Duluth, thus enabling this Minnesota station to serve Superior State University and the educational institutions and general public of the Douglas and Bayfield county environs including the Wisconsin Center at Rice Lake.

(8) Throughout this devel opment the Commission should seek to cooperate with similar bodies in other states and to participate in regional and national network planning so as to insure maximum educational benefits for the people of Wisconsin.

## Estimated Appropriations for Implementing the Recommended Plan for a Statewide Educational Television System

### 1967-1969 Biennium

(Initial Costs - one time only)

| | |
|---|---|
| Engineering consultant, legal work, etc. | $35,000 |
| Capital Expense<br>4 transmitters and associated equipment including installation - | $400,000 * |
| *Assuming 75% federal matching grant: | |
| 2 translators | $25,000 |
| Interim videotape book fund | $50,000 |
| Total Initial Costs | $510,000 |

(Operation Costs, 1967-69)

| | |
|---|---|
| Commission Expense (2 years) | $155,000 |
| Operating Funds (slightly less than one full year for four transmitter stations) | $70,000 |
| Leasing (one year) | $530,000 |
| Total Operating Costs | $755,000 |

TOTAL Net Biennium Costs to state of Wisconsin, 1967-69 - $1,265,000

NOTES ON COSTS:

1. According to present projections subsequent annual costs should run about $700,000, not including depreciation, but including funds for evaluation studies, interconnection costs, commission and operating expenses.

2. All program and production expense is eliminated from consideration here, since it is assumed these funds are, and should continue, to be a part of the various institutional and agency budgets.

## IV. Urgency

Action on these recommendations is urgent for the following reasons:

(1) The onrush of problems facing Wisconsin education is picking up strength and speed. Educational television, used statewide, can indeed help to solve many of these difficulties.

(2) Plans are being made by individual institutions for their own TV facilities on their own campuses. A central coordinating agency is needed immediately to assist in planning compatible installations.

(3) Wisconsin is far behind other states. Many of them have activated similar plans over the past five years and benefited greatly from the first ETV Facilities Act, now are enjoying the improvement in quality of instruction and general public good that is herein endorsed. Alabama's state network is ten years old, Nebraska and Georgia have just completed theirs, South Carolina's is complete, Kentucky has just approved a network of eleven brand new stations.

(4) Expectation of further aid from the new Congress, spurred on by the report of the Carnegie Commission and the enthusiasm of states already working on their networks, means we must establish our state Commission and appropriate funds so that we are ready with our application for federal matching monies by this summer.

Echoing the words of President Johnson in his State of the Union address on January 10, 1967:

> "We should develop educational television into a vital public resource to enrich our homes, to educate our families, and to provide assistance in our classrooms."

Clearly, educational television in recent months has been given a new sense of purpose and direction. Its role has been recognized more widely than ever before, and each new test brings added proof of public need and public approval.

FOR INFORMATIONAL PURPOSES

SUPPLEMENT TO
CCHE #8, 1967
Informational Item
March, 1967

# The White House Message on Education and Health in America to the Congress of the United States

## Building for Tomorrow

### Public Television

In 1951, the Federal Communications Commission set aside the first 242 television channels for non-commercial broadcasting, declaring:

> "The public interest will be clearly served if these stations contribute significantly to the educational process of the Nation."

The first educational television station went on the air in May 1953. Today, there are 178 non-commercial television stations on the air or under construction. Since 1963 the Federal Government has provided $32 million under the Educational Television Facilities Act to help build towers, transmitters and other facilities. These funds have helped stations with an estimated potential audience of close to 150 million citizens.

Yet we have only begun to grasp the great promise of this medium, which, in the words of one critic, has the power to "arouse our dreams, satisfy our hunger for beauty, take us on journeys, enable us to participate in events, present great drama and music, explore the sea and the sky and the winds and the hills."

Non-commercial television can bring its audience the excitement of excellence in every field. I am convinced that a vital and self-sufficient non-commercial television system will not only instruct, but inspire and uplift our people.

Practically all non-commercial stations have serious shortages of the facilities, equipment, money and staff they need to present programs of high quality. There are not enough stations. Interconnections between stations are inadequate and seldom permit the timely scheduling of current programs.

Non-commercial television today is reaching only a fraction of its potential audience -- and achieving only a fraction of its potential worth.

Clearly, the time has come to build on the experience of the past fourteen years, the important studies that have been made, and the beginning we have made.

I recommend that Congress enact the Public Television Act of 1967 to:

1. Increase federal funds for television and radio facility construction to $10.5 million in fiscal 1968, more than three times this year's appropriations.

2. Create a Corporation for Public Television authorized to provide support to non-commercial television and radio.

3. Provide $9 million in fiscal 1968 as initial funding for the Corporation.

Next year, after careful review, I will make further proposals for the Corporation's long-term financing.

Non-commercial television and radio in America, even though supported by federal funds, must be absolutely free from any federal government interference over programming. As I said in the State of the Union Message, "we should insist that the public interest be fully served through the public's airwaves."

The board of directors of the Corporation for public television should include American leaders in education, communications and the creative arts. I recommend that the board be comprised of fifteen members, appointed by the President and confirmed by the Senate.

The Corporation would provide support to establish production centers and to help local stations improve their proficiency. It would be authorized to accept funds from other sources, public and private.

The strength of public television should lie in its diversity. Every region and every community should be challenged to contribute its best.

Other opportunities for the Corporation exist to support vocational training for young people who desire careers in public television, to foster research and development, and to explore new ways to serve the viewing public.

One of the Corporation's first tasks should be to study the practicality and the economic advantages of using communication satellites to establish an educational television and radio network. To assist the Corporation, I am directing the Administrator of the National Aeronautics and Space Administration and the Secretary of Health, Education and Welfare to conduct experiments on the requirements for such a system, and for instructional television, in cooperation with other interested agencies of the government and the private sector.

Formulation of long-range policies concerning the future of satellite communications requires the most detailed and comprehensive study by the Executive Branch and the Congress. I anticipate that the appropriate committees of Congress will hold hearings to consider these complex issues of public policy. The Executive Branch will carefully study these hearings as we shape our recommendations.

Instructional Television

I recommend legislation to authorize the Secretary of Health, Education, and Welfare to launch a major study of the value and the promise of instructional television which is being used more and more widely in our classrooms, but whose potential has not been fully developed.

The President also asked for: extension of NDE, the Higher Education Act, more funds for the Elementary and Secondary Education Act, a new Education Professions Act to assist with teachers and education workers training at all levels, more aid to education of the handicapped, more vocational education assistance, and an increase in adult literacy education.

INFORMATIONAL PURPOSES

SUPPLEMENT TO
CCHE #8, 1967
March, 1967

# EDUCATIONAL TELEVISION IN WISCONSIN
# PROGRAMMING CONSIDERATIONS

The major segments of public education in Wisconsin have been asked to identify their utilization of ETV if a statewide interconnection system were available. Each indicates strong support for a state plan and the planned utilization of educational and instructional television is outlined in CCHE #8, 1967. Programming, however, would remain the prerogative of the individual systems at all levels of education. As this vital aspect of any ETV proposal does not receive full consideration in earlier papers, some additional observations may be in order.

Both the Advisory Committee and the CCHE have recommended that the major focus of the state ETV system should be upon classroom use in improving the quality of education available to the students of Wisconsin's educational institutions. To accomplish such goals in elementary, secondary, vocational-technical and collegiate institutions, a broadcast and two closed circuit channels would be needed. The elementary and secondary schools through the open circuit broadcasting channel would have programming available without any additional investment other than the receivers or monitors required to pick up the UHF signal.

As a two-dimensional media, television is ideal for demonstrations where synchronized sight and sound are important for lecture demonstrations, laboratory experiments or discussions centering around objects, maps or charts. ETV makes available the unique contribution of a great scholar, a Pulitzer or Nobel prize winner to students and adults in classrooms or homes throughout the state.

The system could also provide to the students in the smaller school districts and remote areas the specialized courses of study usually found only in the large comprehensive school systems. Many of the courses that can and should be taught via television are already available at modest cost through existing state, regional or national production or processing centers.

At least three of the state's major technical schools are already using closed circuit television successfully and the availability of a state interconnect system could enrich the offerings at the several institutes and could make courses of study available with smaller enrollments than justified if the expert staff member needed to be physically present on each campus.

The State Universities and the University of Wisconsin could make effective use of CCTV to enrich the educational experiences at the branch campus or at any inter-institutional level. Six of the nine State Universities and both major campuses of the University of Wisconsin already have closed circuit television operations.

While it is anticipated that the broadcast band will be saturated with formal education courses during school hours, evening programming possibilities become significant fringe benefits to the potential home viewers.

The establishment of a multi-channel interconnection closed circuit and broadcast system would allow the system to function in a comprehensive range of educational functions: Inter-institutional computer and library access, programmed instruction, video tutorial labs and other services to education and the state could be served through expanding the number of channels in the interconnect system. Special programs to upgrade doctors, nurses, teachers, lawyers, farmers, and housewives could be transmitted on either a broadcast or closed circuit channel.

What then would be the typical programming of a state ETV system in Wisconsin? The programming characterized might be grouped under five major headings:

1. Instructional television for students at all levels from pre-school to post-graduate and professional education. In the early evening hours, youngsters could watch award-winning children's programs. Daytime hours generally are devoted to programs beamed to school classrooms, particularly in science, mathematics, and foreign languages where new teaching techniques and improvements in curriculum would take years to filter down to every state classroom if it were not for TV which can put the gifted teacher before thousands of students. In addition, programs for teachers after school hours, which help them to keep abreast of new teaching techniques would help to update their professional qualifications.

2. Programs in the field of general adult education, to enable viewers to develop their occupational and avocational skills and abilities, and also to deepen their understanding and appreciation of our increasingly complex world. Other ETV stations have offered adult programs in such different fields as French cooking and Japanese Brush Painting, how to lead a discussion group, master and individual classes on the cello, violin and guitar, how to understand young children and how to prepare for old age. Articulated Instructional Media (AIM), a new and experimental program of the University of Wisconsin to bring education on a credit or audit basis to the student in his home,could be strengthened and greatly expanded through a statewide ETV system.

3. Programs which will afford viewers a wide range of intellectual and cultural experiences, including significant interpretation and performance in the arts, exploration of both the physical and social sciences, and acquaintances with major people and major ideas of our time. Often there also is a full-length drama, symphony concert, or ballet or opera. Other cultural programming already available could include dramatizations of the short stories of Saki and DeMaupassant, ballet by Martha Graham, drama by Shakespeare, Ibsen, Moliere -- operettas by Gilbert and Sullivan. Science programs come from the great technical schools, space centers, and industrial laboratories of our nation. Some of them are for the scientist himself but many are for the interested laymen -- on subjects like the weather, air pollution, supersonic planes of the future, psychological effects of automation.

4. Programs in the field of public affairs which will contribute tangibly and constructively to the knowledge and wisdom of our people on subjects crucial to their freedom and welfare. An educational station need not return after an hour to resume entertaining of the mass audience. ETV can spend more time, in mid-evening rather than Sunday afternoon, and often will devote a whole series of programs to a subject which major networks must cover in a single show. Examples are the outstanding programs produced by National Educational Television on the world-wide population explosion, History of the Negro People, Legacy, .... or, "America's Crises" treating the changing nature of family life over the past 25 years, the values we are teaching our children, the reasons for unrest among the college generation, the trend toward urban concentration, and so on. No political control or misuse of a state network is possible

as ETV, as well as the commercial stations has a legal and binding responsibility to remove itself from the promotion of partisan issues except to provide full treatment of various views.

5. Programs for children which will help to kindle their natural curiosity, to enlarge their minds, to stimulate their imaginations toward constructive ends, and to instill in them an awareness and appreciation of moral and aesthetic values. Sometimes they will be transported to historical places like Gettysburg or Washington, other times they are taken on an adventure in underwater photography, or accompany a Forest Ranger through a national park, or learn how best to care for pets, or something about science or books or travel. National Educational Television has spent well over a million dollars and is spending more, constantly improving these out of school programs for boys and girls.

Educational and instructional television and the various other uses to which an interconnection system in Wisconsin might be put would appear to justify the initial and on-going costs of such a system. While it is possible that a full utilization of television's potential in education may result in possible efficiencies and economies to the state, the major justification for educational television is its impact upon the quality of formal education at all levels and its contribution toward the continued enrichment of the citizens of this state. ETV in Wisconsin can play an important role in promoting an informed and responsible citizenry.